USSR

TODAY AND TOMORROW

Education

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Citizens of the USSR have the right to education.

This right is ensured by free provision of all forms of education, by the institution of universal, compulsory secondary education, and broad development of vocational, specialized secondary, and higher education, in which instruction is oriented toward practical activity and production; by the development of extramural, correspondence and evening courses; by the provision of state scholarships and grants and privileges for students; by the free issue of school textbooks; by the opportunity to attend a school where teaching is in the native language; and by the provision of facilities for self-education.

Article 45
of the Constitution
of the USSR

USSR

TODAY AND TOMORROW

Education

2778

10.4.81

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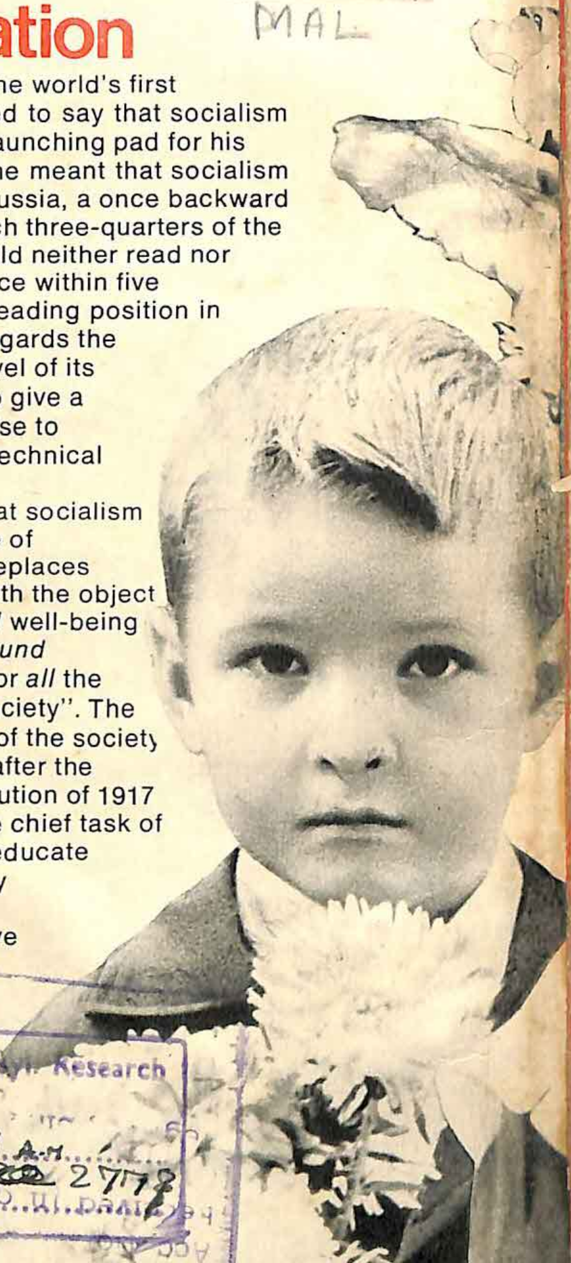
ZOYA MALKOVA

Education

Yuri Gagarin, the world's first spaceman, used to say that socialism had been the launching pad for his flight. By that he meant that socialism had enabled Russia, a once backward country in which three-quarters of the population could neither read nor write, to advance within five decades to a leading position in the world as regards the educational level of its citizens, and to give a powerful impulse to scientific and technical progress.

Lenin wrote that socialism (the first phase of communism) replaces capitalism, "with the object of ensuring *full* well-being and free, *all-round* development for *all* the members of society". The principal goal of the society that emerged after the October Revolution of 1917 determines the chief task of education: to educate a harmoniously developed, creatively active



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CONTENTS

6
EQUAL OPPORTUNITIES FOR ALL
Principles of equality
Stages of school reconstruction
Guaranteed by the Constitution
Continuity of education
Uniform school curriculum

10
PROBLEMS OF UNIVERSAL SECONDARY EDUCATION
Pre-school start
The primary school
Three methods of acquiring a secondary education
Problems of the rural school
Every child receives schooling
New syllabuses
Preparing for work
Personality is shaped in school

28
VOCATIONAL TRAINING, SPECIALIZED SECONDARY AND HIGHER SCHOOLS
1,300 trades to choose from
Specialized secondary schools
Higher schools
The student and the scientific and technological revolution
The principal task of the higher school
After receiving a diploma
For those who work

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and it took the first four postwar years to [illegible] education was re-introduced only in 1949, and in 1958, eight-year schooling became compulsory, laying the groundwork for the introduction of universal secondary (ten-year) education. Today, in keeping with the new Constitution of the USSR, secondary education has become not only universal, but also compulsory. The development of vocational, specialized secondary and higher education has made great advances.

Guaranteed by the Constitution

What conditions are provided to citizens enabling them to realize their right to education enshrined in the Constitution?

In the first place, the fact that education at all levels is free ensures equality of opportunity. Thanks to the absence of financial barriers young people are free to choose any form of education, secure in the knowledge they will not have to pay for it, and the state will give them various kinds of material assistance.

Equal Opportunities for All

Principles of Equality

A great deal is spoken in the world today about equality in education. This concept is sometimes taken to mean "equality of opportunity", or again an "equal start in life", and so on. As a rule, nothing more is implied than providing access to the general education school to every child. As for the education of the teenager himself, this depends on him, or more precisely on the financial or social status of his parents.

The socialist understanding of equality in education presupposes first and foremost removing absolutely all barriers on the road to knowledge, from primary to higher education.

The Soviet government lost no time in reorganizing the educational system on democratic principles when it took office:

It proclaimed the *universal* right to education;

It *abolished national and social restrictions* in admissi

educational establishments;

It

society". The principal goal of the society that emerged after the October Revolution of 1917 determines the chief task of education: to educate a harmoniously developed, creatively active

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Stages of School Reconstruction

In 1919, Lenin signed a decree on the organization of courses for instruction "in reading and writing in the native or Russian language, optionally". Such courses were set up in towns and villages, and everywhere they were free. Instruction was conducted in the local language, a very important factor in Russia with its multinational population.

Alongside the elimination of illiteracy preparations were made for the introduction of universal compulsory primary education and development of specialized secondary and higher education.

In the first ten years millions of people were taught to read and write, and conditions were created for the development of culture and education among the non-Russian peoples. A new administrative apparatus of public education was established.

The richer the state became, the more funds it could allocate for the construction of educational establishments and the training of teachers. By 1930, universal compulsory primary education had been introduced, and by the mid-1930s, seven-year schooling.

By the beginning of the forties universal secondary education was to have been established in the Soviet Union. But the Nazi invasion made this impossible. Thousands of schools were destroyed, and it took the first four postwar years to restore them. Seven-year education was re-introduced only in 1949, and in 1958, eight-year schooling became compulsory, laying the groundwork for the introduction of universal secondary (ten-year) education. Today, in keeping with the new Constitution of the USSR, secondary education has become not only universal, but also compulsory. The development of vocational, specialized secondary and higher education has made great advances.

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The majority of the students at higher and specialized secondary schools receive monthly grants, which are also paid during the two-month summer vacations. All pupils and students are provided with low-cost meals at schools, and enjoy reduced city transport, rail and air fares. Textbooks for school are now free. The state pays up to 75 per cent of the cost of young people's accommodation in summer camps, holiday homes and health resorts. Like all other citizens, they receive free medical assistance of all types.

Great assistance is given to those who study without discontinuing work at evening and correspondence educational establishments. They enjoy a shortened working week with full pay, and an additional paid leave every year.

One more guarantee of equality is the already mentioned principle of instruction in the native language of pupils or students. After the revolution special measures were taken to promote the development of education in Russia's borderlands. During the first two post-revolutionary decades many peoples acquired written languages of their own, which enormously accelerated their cultural progress.

The creation and development of written languages, the publication of books, textbooks and literature in national languages, the training of local teachers in the non-Russian areas have made possible instruction in 56 languages.

The relations of close economic mutual assistance between republics established in the USSR have intensified migration. For instance, in opening up the natural riches of Siberia Russians are aided by Georgians, Uzbeks, Kazakhs and people of other nationalities, while Russians and Ukrainians drill oil wells and build hydraulic installations in the Caucasus and Central Asia. (One result of this is an increase in the number of mixed marriages.) As contacts between the different nationalities have grown the question of a common language of instruction has assumed increasing importance. More and more Russian is playing this role and is now used by two-thirds of the population of the country. Today it is studied as a second language in the majority of schools in the national republics. The native language, however, remains the principal language of instruction in secondary and higher schools.

One more guarantee of equality is that women have equal rights with men in acquiring an education. They constitute about 60 per cent of the total number of specialists with higher school diplomas.

Continuity of Education

The equal right to education is ensured by the uniformity of the educational system. In a society where there is social inequality the system of education includes various types of educational establishments of unequal status which function parallel to one another. A proportion of them, intended for mass attendance, provide no grounding for higher schools.

Socialist society is a society of social equality which builds the educational system as a single ladder which one is free to climb to the highest rungs.

The first stage of the Soviet educational system consists of preschool establishments, which cater to roughly 60 per cent of the children and which are growing in number.

The next stage is the general secondary school, which serves as the basis for subsequent specialization and vocational training in vocational and specialized secondary schools, institutes, and universities.

The general educational system includes extra-school institutions such as children's libraries, schoolchildren's clubs, sports schools, technical hobby centres, Young Pioneer palaces, etc., all of which work in close conjunction with secondary schools.

The scientific and technological revolution necessitates further improvement of the system of adult education as well, a search for new forms of continuing education. In carrying out this task television, radio and the cinema play a vital part. TV has, for instance, a special educational channel which provides lectures and lessons in history, literature, mathematics, fine arts and other subjects. Wide popularity is enjoyed by TV hobby clubs for chess players, philatelists, nature lovers, etc.

These informal types of education cannot, however, solve the problem of continuing education in conformity with the demands of scientific and technical progress. A formal education alone can provide a system of knowledge and develop lasting habits and skills. Therefore, while encouraging informal methods of education, the socialist state orients itself on developing formal education for adults based on evening and correspondence schools and institutes, on-the-job courses, people's universities, education centres, and schools and circles attended after work. The scale of this activity is shown by these figures: the 38,000 people's universities are attended by ten million people, more than half of them workers and collective farmers.

Uniform School Curriculum

There is a uniform school curriculum for the uniform system of education. It is based on the scientific, materialist theory of a person's development. In the system of biogenetic and social factors Soviet educationists give priority to the social factors as playing the decisive part in moulding the personality. They proceed from the premise that man's abilities are not inborn and immutable, that, given favourable conditions, every child can successfully master a full school programme. There are no incapable pupils according to the Soviet teachers' motto. The Soviet school is characterized by its optimistic attitude towards the abilities of each child. This fact is noticed by all who come in contact with it.

The school offers every pupil a full and balanced curriculum designed to further his all-round development. About 40-45 per cent of teaching time is allocated to the humanities, 35-37 per cent, to the natural and exact sciences, 10-15 per cent, to physical and aesthetic education, and 10-15 per cent, to vocational training.

Every year a pupil studies ten to twelve required subjects including mathematics (algebra, geometry, etc.), physics, chemistry, biology, foreign languages and other academic subjects which in the schools of many countries are intended only for the "intellectual elite". Therefore, regardless of his plans for the future, every secondary school leaver begins his independent life with a solid store of scientific knowledge. This, too, is an important guarantee of the social equality of people.

Here is a typical study programme of the Soviet secondary school.

Problems of Universal Secondary Education

During recent years the country has been steadily advancing towards its objective—universal secondary education. This task, set in the 9th and 10th five-year plans (1971-75 and 1976-80 respectively), has been accomplished. In 1975, 95 per cent of young people of school age got a secondary education. By 1980, every young person will be equipped with a complete secondary education when he looks for his first job.

The introduction of compulsory secondary schooling involved improvement of the educational system, reform of the content of education, and creation of conditions that enable every child to finish successfully a secondary school. This work has affected all elements of the system of education from pre-school institutions on and all aspects of the process of education and upbringing.

Pre-School Start

There is the well-known parable of the young mother of a year-old baby in Ancient Greece who went to a wise man for advice: "Tell me, old man," she said, "when should I start my son's education?" "You are already one year too late," the sage answered.

A child's early development has an enormous and decisive influence on the whole of his future life. Modern sciences such as psychology, physiology, genetics and pedagogy provide concrete confirmation of this. For example, a child's most intense intellectual development takes place before the age of eight. The structure of the language and speech as the basis of intellectual activity are almost completely formed at an early age. In the first years of a child's life the foundation is laid for habits and skills which subsequently affect his style of behaviour. It is with good reason, therefore, that pre-school education has been made an integral part of the public education system.

The system of pre-school establishments has been developing in step with the growing involvement of women in production and social activity. It has been a long process. Today pre-school establishments are very popular: mothers know that in them their children are taken good care of, fed at the proper time, and surrounded with attention. The parents pay a minimal sum for maintenance, with
state carrying the bulk of the expenses.
rsery school teachers are trained at the pre-school education
nts of more than thirty institutions of higher learning and
s' training schools. They are qualified specialists, and
ws that children who have attended kindergartens
ed when they start school than those brought up

arten called "The Smiling Sun".
orning. Children accompanied by their
an attractive two-story building
en lawns and flower beds. The
arents go to work, while the
games and new impres-

Subject	Number of instruction hours per week in grades									
	I	II	III	IV	V	VI	VII	VIII	IX	X
Native language	12	10	10	6	6	3	3	2	1	–
Literature	–	–	–	2	2	2	2	3	4	3
Mathematics	6	6	6	6	6	6	6	6	5	5
History	–	–	–	2	2	2	2	3	4	3
Social science	–	–	–	–	–	–	–	–	–	2
Nature study	–	2	2	2	–	–	–	–	–	–
Geography	–	–	–	–	2	3	2	2	2	–
Biology	–	–	–	–	2	2	2	2	1	2
Physics	–	–	–	–	–	2	2	3	4	5
Astronomy	–	–	–	–	–	–	–	–	–	1
Draughtsmanship	–	–	–	–	–	1	1	1	–	–
Foreign language	–	–	–	–	4	3	3	2	2	2
Chemistry	–	–	–	–	–	–	2	2	3	3
Fine arts	1	1	1	1	1	1	–	–	–	–
Singing and music	1	1	1	1	1	1	1	–	–	–
Physical education	2	2	2	2	2	2	2	2	2	2

2	2	2	2	2	2	2	2	2
24	24	24	30	30	30	30	30	30
–	–	–	–	–	2	4	6	6
24	24	24	30	30	32	34	36	36

is the central
figure

The science
of pedagogics

The school
of tomorrow

Alliance of the
school, the family
and society

Number of instruction hours per week in grades								
II	III	IV	V	VI	VII	VIII	IX	X
10	10	6	6	3	3	2	1	–
–	–	2	2	2	2	3	4	3
6	6	6	6	6	6	6	5	5
–	–	2	2	2	2	3	4	3
–	–	–	–	–	–	–	–	2
2	2	2	–	–	–	–	–	–
–	–	–	2	3	2	2	2	–
–	–	–	2	2	2	2	1	2
–	–	–	–	2	2	3	4	5
–	–	–	–	–	–	–	–	1
–	–	–	–	1	1	1	–	–
–	–	–	4	3	3	2	2	2
–	–	–	–	–	2	2	3	3
1	1	1	1	1	–	–	–	–
1	1	1	1	1	1	–	–	–
2	2	2	2	2	2	2	2	2

the state school;

It introduced *free education* at all levels, including university level;

It proclaimed the principle of *education in the native language of the pupils;*

It created a *uniform system of education* which excluded schools that did not equip their pupils with an education enabling them to continue their education at higher schools, and ensured continuity of education at all stages.

Thanks to these six principles carried into practice, every person regardless of sex, nationality, race or property status received not only equal access to education, but also an opportunity to reach the highest levels.

General and specialized secondary schools, institutes and universities were made available to workers and peasants. But before they could make use of this opportunity, tens of millions of people had to overcome illiteracy, the legacy of pre-revolutionary Russia.

Vocational training	2	2	2	2	2	2	2	2	2	2
Total number of required instruction hours	24	24	24	24	30	30	30	30	30	30
Optional instruction hours	–	–	–	–	–	–	2	4	6	6
Total	24	24	24	24	30	30	32	34	36	36

The children are divided according to age into groups of 15 to 20. There are two adults for each group, the teacher and her assistant. Each kindergarten is also staffed with a doctor, a trained nurse, a music teacher, a drawing teacher and a cook.

In some kindergartens the children are taught a foreign language and then a teacher specializing in English, French or German is included on the staff.

One of the most important tasks of the kindergarten is to look after the children's physical development. Children who are physically underdeveloped, or in a poor state of health, as a rule, do badly in school. A sensible daily regime has been established for kindergartens. It includes three meals planned by the Institute of Nutrition, a two-hour nap after dinner, various physical exercises, walks, bathing, and health-building activities. In summer kindergartens move to the countryside.

Games, as is known, occupy a very important place in the life of a child. Through games it comes to know the world around it, learns to think, develops habits and relationships with others. It may be said that games play the dominant role in the kindergarten.

Through games children prepare for school. They learn to distinguish the colour, form, size and quantity of things. In games their speech develops. In the senior groups, comprising five- and six-year-olds, half an hour is devoted to preparations for school every day. The children retell stories read to them by their teacher, conduct simple experiments, grow plants, look after pets, learn to observe nature and form opinions about what they see.

Children are receptive to beauty in every form: they like music, dancing, singing, drawing and modelling. The kindergarten programme lays great emphasis on these activities. The pre-school period is the best time to begin aesthetic education.

No family, not even the most well-off, can provide their children with such a full, interesting and diversified programme of activities as a kindergarten can. Today twelve million children attend kindergartens. To keep up with the demand, new kindergartens are being built. By 1980, kindergartens will be able to accommodate 15 million children.

Kindergartens lay a solid foundation for the harmonious development of children, compensate for the shortcomings in the upbringing of children who come from more disadvantaged families, thereby ensuring that all children are given an equal start in life.

The Primary School

Educationists and psychologists today are particularly interested in the first years of schoolchildren. The basis for success in the secondary school is built in the primary classes. Numerous experiments conducted by prominent Soviet scientists have shown that the mental capacities of six- to eight-year-olds are much greater than was previously believed, and their creative and intellectual potential can be far more extensively developed.

In the 1950s and 1960s, intensive research was conducted in hundreds of schools, as a result of which instruction in the primary classes was modified considerably so as to develop to the utmost the thinking and cognitive activity of pupils and lay a sound grounding for successful learning in the senior classes. The new curricula and methods of instruction that have stimulated the development of pupils in the elementary classes have made it possible to reduce the term of primary school instruction from four to three years. Today subjects are taught in the 4th grade which were only begun in the 5th before. In this way the secondary school has gained one year.

The question of what is the right age to begin school has also been the subject of lively debates in recent years. Traditionally children go to school at the age of seven. Some educationists argue that with the process of acceleration taking place the entrance age can now be lowered to six, and in a number of republics this has already been done. In Georgia, for instance, the entrance age is six. In other republics preparatory classes are organized for six-year-olds who do not attend kindergarten. Many specialists insist, however, that six-year-olds should stay on in kindergarten for one more year. Their opinion is likely to prevail for some time to come.

Three Methods of Acquiring a Secondary Education

The introduction of compulsory secondary education has posed the problem of ways of getting it. It is apparent that by the time a fifteen-year-old finishes incomplete secondary school (4th-8th grades) he has already formed interests and inclinations. Many want to learn a trade as quickly as possible, a trade in addition to completing their secondary education. There is a choice of three different types of schools that provide a secondary education. They are the secondary general education school; the secondary vocational training school which takes pupils with eight-year schooling and the specialized secondary school.

All these schools have a uniform general education programme and constitute a stepping stone to a higher education. This means that all young people have equal educational opportunities. The second type of school—the vocational training school—has become especially popular in recent years. It is expanding rapidly, and by 1980 is expected to account for up to one-quarter of all secondary school pupils. The general education ten-year school remains, however, the principal means of obtaining a secondary education. It will absorb more than 60 per cent of eight-year school leavers.

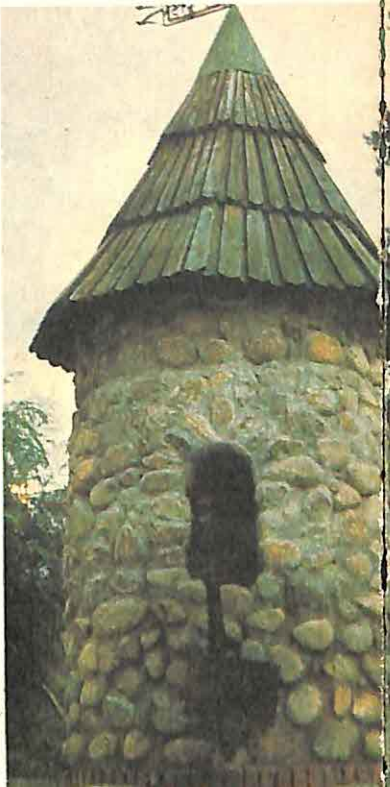
Great concern is shown for those who for some reason or other have not completed a secondary school and gone to work. A secondary education for all workers is a popular slogan in the country today. To translate it into reality a flexible system of general education schools has been set up which takes into account the needs of young working people. There are evening schools attended by those who work during the day, and schools at large enterprises which work in shifts. There is a fairly extensive system of extramural schools, numbering 1,300, with local consultation centres. The various types of schools for those who work are attended by about five million people. The enterprises, institutions and collective and state farms where they work do everything to facilitate their studies, from granting them a shorter working day, additional leave to material benefits of different kinds. Over the recent years a great deal has been done to equip these schools with modern technical aids and to improve the process of instruction so as to give the pupils a solid and extensive foundation of knowledge corresponding to the demands of present-day life.

Problems of the Rural School

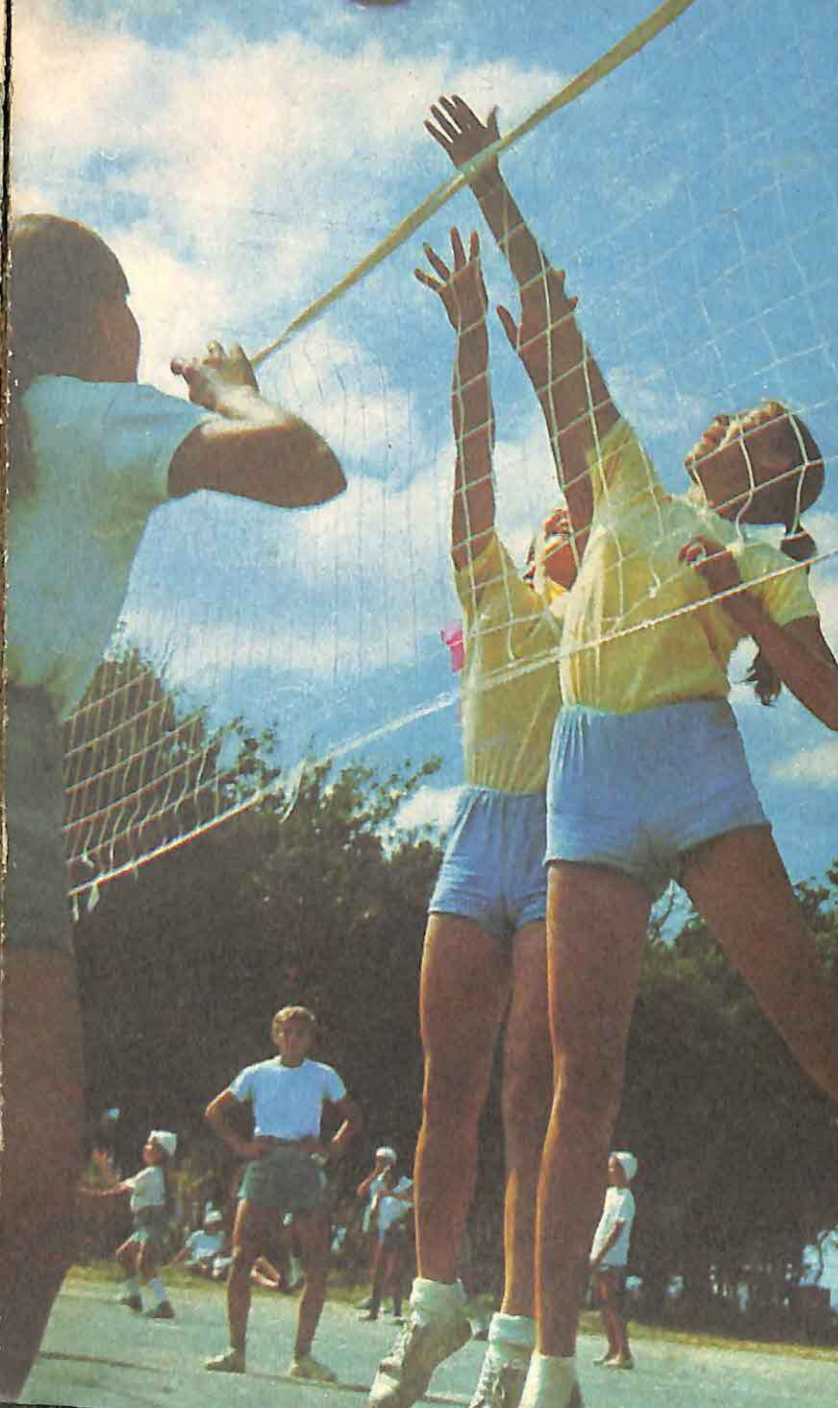
About 40 per cent of the population live in the countryside. With the mechanization and industrialization of agriculture underway villages have been joined together and improved. But there still remain many small villages situated far from one another. To enable children in these villages to obtain secondary schooling, large schools are being built which service whole districts and provide the same programme that urban schools do.

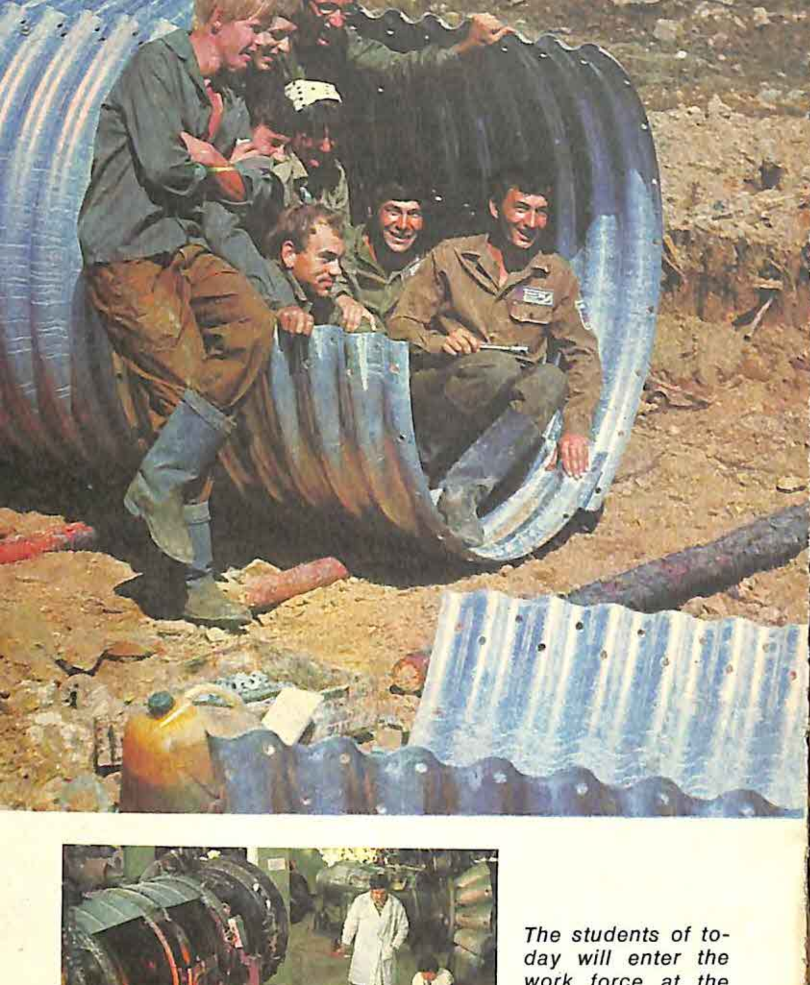
Every other child in town and one out of every three in the countryside is looked after and starts his education in kindergartens. There children are gradually prepared for school. They learn the alphabet in the junior group and are taught to read in the senior group

Thirteen million children attend pre-school establishments. New kindergartens and nurseries for 2.5-2.8 million children will be built in the 10th five-year plan period (1976-80). The state covers up to 80 per cent of the maintenance expenses of these institutions

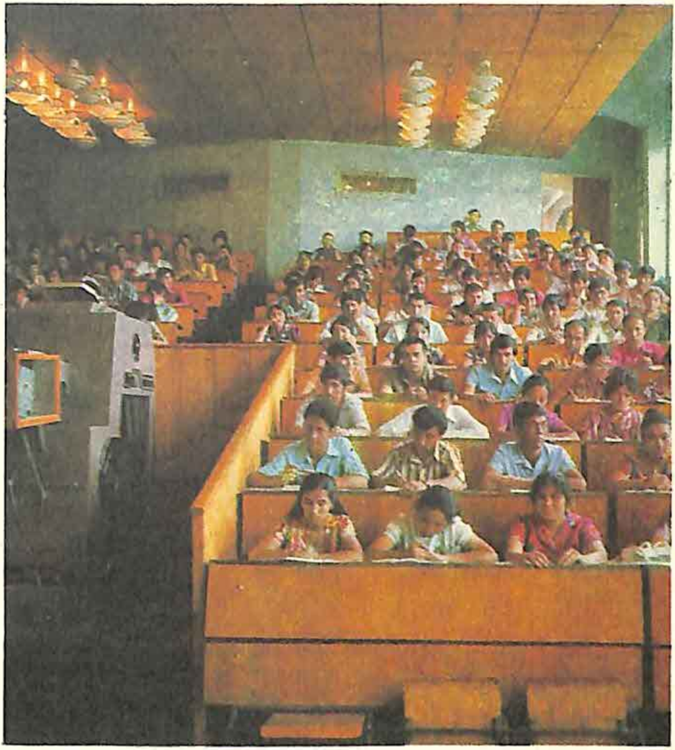


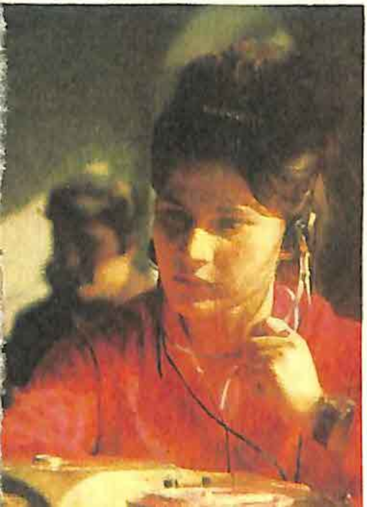
Around eleven million schoolchildren spend their summer holidays in the hundreds of thousands of camps in the countryside.
The children who stay on in towns may attend sports and health-building centres set up at schools, clubs and Young Pioneer palaces. These pictures were taken at the Orlyonok (Eaglet) Young Pioneer Camp on the Black Sea coast





The students of today will enter the work force at the turn of the 21st century, when technology and production tasks will be much more complex. Therefore higher schools today are concerned with providing a more basic theoretical grounding. New curricula will devote more time to basic subjects





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Children are transported to and from these schools by special buses. The schools provide boarding facilities for children during the school week. On Sundays and holidays children return home. The number of places in these boarding schools is growing steadily and is to reach 13 million by 1980.

Every Child Receives Schooling

In improving the educational system serious attention is paid to schools for physically or mentally handicapped children. Specialists from the internationally famous Institute for Handicapped Children consider that such children should be taught in special institutions where conditions can be provided that meet their needs. Thus, there are kindergartens and schools for deaf, blind and mentally retarded children, who are admitted to such schools with the consent of their relatives and only on the recommendation of a medical and pedagogical commission.

In the past few years a large amount of work has been performed to improve the process of instruction and education in these schools. They have been provided with the latest technical facilities, new programmes have been prepared for them, new textbooks have been written—in short, everything is being done to give this category of young people a general schooling and labour skills necessary for modern society.

New Syllabuses

It became apparent in the process of introducing universal secondary education that the existing syllabuses did not meet the demands of new social conditions. They had not kept up with the level of science, which had made a gigantic step forward, and much of their factual material had become obsolete. The methods of instruction also had to be revised, for they relied primarily on memorizing.

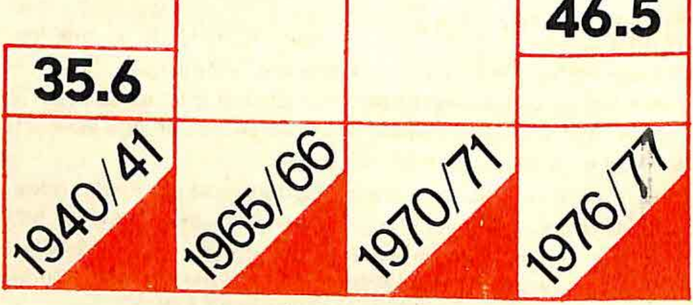
The introduction of new syllabuses began in 1967. Prominent scientists, methodologists and experienced teachers took part in preparing the new syllabuses and textbooks. The schools assimilated the new syllabuses gradually as new textbooks and study aids were issued and teachers re-trained. This stage took ten years and was completed in the mid-seventies.

The new syllabuses have been designed to approximate as far as possible to the level of modern science, to develop more fully than before the concept of stimulating instruction, of intensifying the cognitive activity of pupils. A mass of secondary facts have been discarded and replaced by general conclusions, principles and concepts that facilitate pupils' comprehension of factual material and practical application of the knowledge gained.

One more problem was to find a reasonable balance between logical and theoretical material and the formation of necessary habits and skills. More attention has begun to be paid to cultivating skills in reading, writing, arithmetic and oral expression. There has been an increase in the share of pupils' experimental, practical and other types of independent work.

More active methods of instruction stimulating independent research and study are being used. No hard and set rules have been laid down: the new methods and technical aids are employed in conjunction with classical methods of instruction and as part of a

NUMBER OF PUPILS IN GENERAL SCHOOLS (million)



whole complex of measures aimed at raising the effectiveness of instruction.

The reform has yielded, on the whole, positive results. In the primary (1st to 3rd) classes, the number of pupils who do poorly in arithmetic has dropped sharply (from 15 per cent in 1967 to three per cent in 1975). Pupils are showing greater maturity in making judgements and explaining different phenomena.

Another important task of the modern school has been accomplished: senior pupils, for instance, have learned to acquire knowledge independently and come to realize the necessity of permanent education.

At the same time, in the course of introducing the new syllabuses on a mass basis, deficiencies have been revealed. In their effort to bring the school curriculum up to the level of modern science some experts (in physics, for instance), have overemphasized theory, failing to take into account the needs of the pupils. The problem of inter-disciplinary links, with which specialists from many scientific centres have been struggling for a long time, is still waiting for the optimal solution. While having reduced the pupil's work-load to a certain extent, the syllabuses still have not completely solved the problem of overloading.

Thus, the work of improving the content and methods of instruction must be carried on. The Soviet school is carrying out the important task of giving all pupils an extensive and deep knowledge of the fundamentals of science, of maintaining high educational standards as mass-scale secondary education, which is no longer oriented on merely preparing pupils for entry into higher schools, is introduced. The realization of this task involves a search for more effective methods of instruction.

Preparing for Work

Polytechnical training is one of the central principles and characteristic features of Soviet education. It is with good reason that an important aspect of the Soviet general education school is considered its polytechnical orientation.

This means that in the process of learning the pupils gain knowledge of the scientific foundations of production. The school lays the basis for the future labour activity of its pupils. Polytechnical training differs from monotechnical training, which is oriented on narrow specialization and restricts professional mobility.

In the course of many years of practical work the Soviet school has accumulated abundant experience in politechnical education. Scientific and technical progress, however, has necessitated raising the level of polytechnical training. Today, when all young people have a secondary schooling, the possibilities of polytechnical education have broadened. At lessons in physics, chemistry, biology and other subjects pupils learn how scientific laws are applied in production. Practical work, visits to enterprises teach pupils a great deal about production.

Scientific and technical progress demands that young workers have an ever broader general educational and polytechnical grounding. Today a worker servicing an automatic line must possess knowledge and skills that were formerly required of the engineering staff: he has to analyze the operation of technical processes and tackle problems involving technical diagnosis. The level of education obtained by young people today must even be in advance of the current requirements of production so as not to slow down the development of production tomorrow.

Also of a polytechnical character is labour education, which occupies an important place in the school. Much has been done to improve it in the past years. The overwhelming majority of school graduates will work in industry, agriculture and the services sphere, and the school prepares them for a choice of trades.

Labour education begins in the primary classes and becomes ever more systematic from grade to grade. The production training programmes for senior pupils provide for technical designing and model-making and agricultural experiments. The work pupils do is socially-useful: they make toys for kindergartens, grow vegetables and fruit for the school canteen, repair teaching aids and school equipment. The schools have workshops, domestic science rooms, experimental plots, etc.

Practical training, which is obligatory for all, is accompanied by vocational guidance. Pupils meet with workers of different trades and try their hand at various jobs. Linking instruction with productive labour is one of the basic principles of Soviet education which acquires new forms and content as socialist society develops.

It has become a widely followed practice to form pupils' production teams in agriculture and establish training-and-production centres for school pupils and training shops at enterprises. At present there are 40,000 pupils' teams and 5,500 forest units embracing more than three million school pupils. It has become a

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tradition to organize the so-called summer working semesters during which most of the senior-pupils (up to 80 per cent) form collectives that take on such jobs as repair and building work, community improvement and landscaping, organize work-and-vacation camps, etc. and make their contribution to the common labour of the people.

Personality Is Shaped in School

Article 20 of the Constitution of the USSR says: "In accordance with the communist ideal—'The free development of each is the condition of the free development of all'—the state pursues the aim of giving citizens more and more real opportunities to apply their creative energies, abilities, and talents, and to develop their personalities in every way." The school does provide the young citizens broad possibilities for the development of their interests, abilities and inclinations. Beginning with the 7th grade the curriculum includes optional classes which account for 7 to 15 per cent of study time depending on the grade.

An important part of school instruction is extra-curricular activities which include sports, mathematics, physics and other circles, school theatres, and international friendship clubs. Children endowed with exceptional talent can attend musical, choreographic, art and other special schools in which general education is combined with special studies.

An important role in developing the pupil's personality is played by the various institutions that exist outside the school such as Young Pioneer palaces, schoolchildren's clubs, technical hobby, young nature lovers' and tourist centres, and children's libraries. There are thousands of them in the USSR. The number of Young Pioneer palaces alone is 4,500 and of children's sports schools, 5,000. Practically every town and large rural settlement has an institution that organizes children's leisure.

These institutions, which are state-maintained, work in close contact with the school. As distinct from schools, however, they have no required curricula and classes. Children can take up whatever hobby they are interested in.

Take the Young Pioneer palace in the old Russian city of Tula. It is housed in one of the best buildings in the city. By the entrance you can see a long list of clubs catering to young biologists, philatelists, history enthusiasts, chess players, aircraft model builders and space travel fans. It has a dance group, a choir and drama studio. Children of different ages have at their disposal, free of charge, various studios, laboratories, apparatuses, musical instruments and building materials. The only demand is that they show an interest in what they do and willingness to apply themselves. Children always find something interesting to do here, and come regularly after school.

Every year all-Union reviews of the work of young technicians and inventors, amateur song and dance performances and competitions of young experimenters are held. The Young Pioneer palaces and technical hobby centres are the first rung on the ladder for future scientists, musicians and men of letters. The world-famous aircraft designer Yakovlev, the world chess champion Karpov, the famous Bolshoi contralto Tamara Sinyavskaya and many other prominent personalities began their ascent to the summits of science, art and sport in such institutions.

There are children, however, whose interest in a particular kind of activity is not strong enough to take them to a Young Pioneer palace or a sports school. Their favourite occupation is playing together with their companions in the grounds outside their houses. These are not neglected, either. There are state-paid organizers of children's leisure who work in community clubs, sports groups, technical workshops, to which children often come together with their fathers. Playgrounds and, where space allows, even football fields and ice rinks are set up. Every year highly popular football and ice hockey competitions are arranged.

Holidays

The summer is a schoolchild's longest period of free time. The summer holidays last almost three months, but nevertheless children can rarely be seen in towns during this period. They spend their holidays in thousands of camps, tourist centres, health resorts and holiday homes situated in forests, near rivers and lakes, and at the seashore. More than 30 million children are accommodated in these facilities.

Parents pay only a small part of the cost. The state and the trade unions provide the children with everything—meals, services, medical care, sports gear and in some instances even clothing.

Teenagers like to spend the summer in camps, where they live in tents, take hiking and boat trips as well as work in the fields, help to harvest fruit and organize amateur concerts in villages. This socially-useful work they carry out with youthful zeal, showing their desire to assert themselves in the world of grown-ups.

Hundreds of groups of teenagers tour places associated with the military heroism of their grandfathers who fought off the invading Nazi hordes during World War II. Millions of Soviet people gave their lives defending the world against fascism. The graves and names of many of them are unknown to this day.

"Nobody has been forgotten, nothing has been forgotten" is the motto of a movement of teenagers which organizes trips in search of documentary evidence of those who fell in the war. They talk with local residents, make inquiries in archives, get in touch with war veterans. The names of hundreds of heretofore unknown heroes have come to light thanks to those young investigators' persistence. On the initiative of schoolchildren and with their active participation, monuments and museums dedicated to military heroism have been set up in former battlefields.

Children's leisure is organized to further their intellectual growth, to develop their interests and abilities, and to cultivate the finest human qualities in them.

The Teacher Is the Central Figure

No machines and technical devices can replace man in the role of educator. The teacher's knowledge, moral qualities and attitude to life help shape the spiritual world of children. The teacher has been and remains the central figure in the process of instruction and upbringing, and more than any other specialist he needs to be regarded as a person of high authority. This authority he earns by his ability as a teacher and by his personal qualities.

Teachers owe the great prestige they enjoy in the Soviet Union not only to the high qualifications the great majority possess. They have a decisive say in determining school policy in the state. The teacher is the leading figure in all local and central administrative bodies dealing with education.

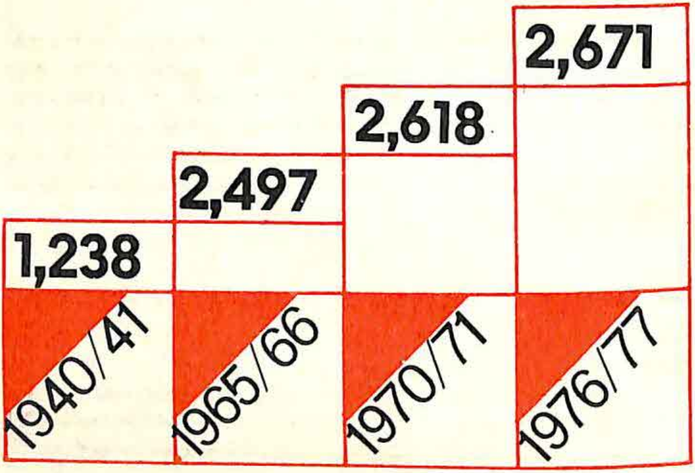
An important role is played by the school pedagogical council, which has official status, rights and duties. Not a single important question can be decided by the school principal without being first discussed by the pedagogical council, which includes all the teachers of the school. The council hears reports by administrators, endorses the overall school programme, decides on introducing new changes in the life of the school.

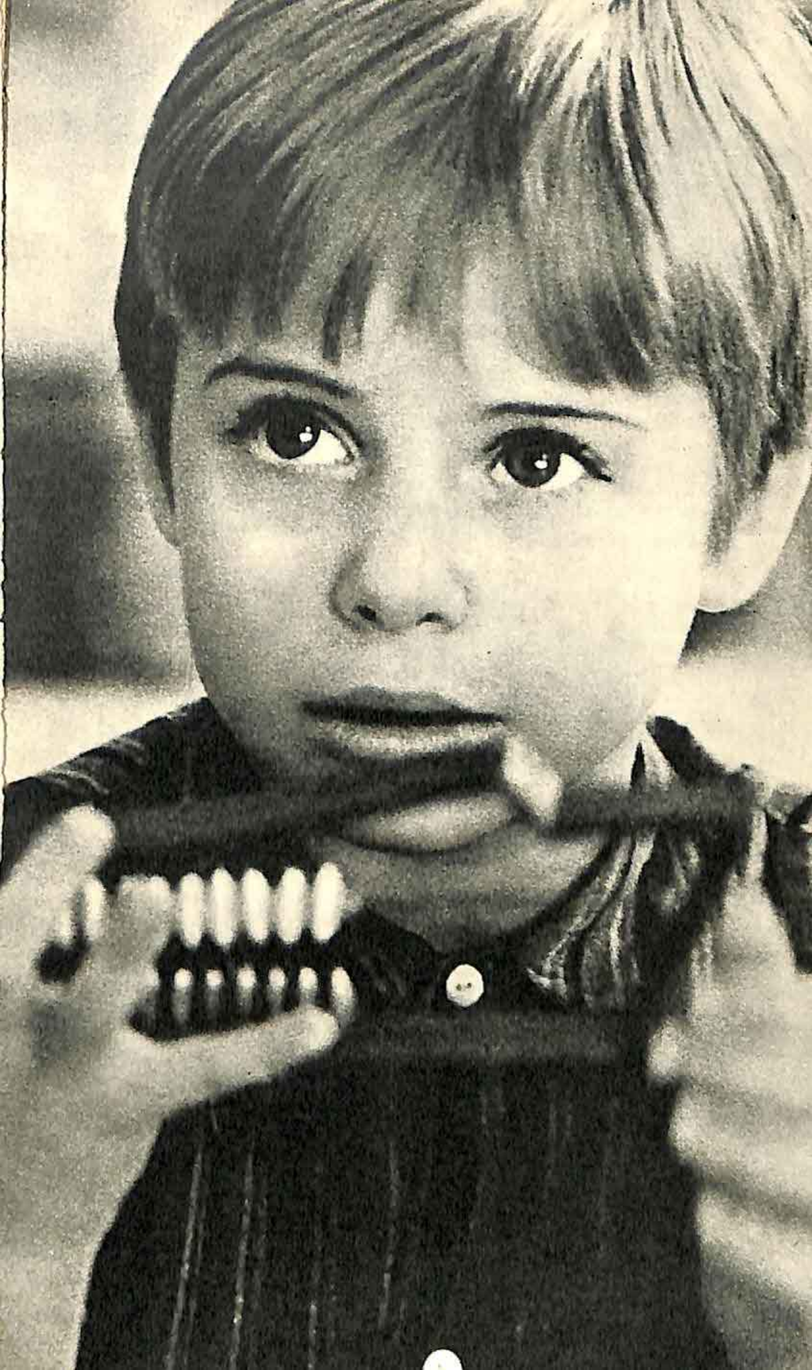
Considerable powers are vested in the teachers' trade union, whose local bodies supervise the working conditions of teachers and see that school principals fulfill their functions properly. According to the law, no one can be dismissed from a school without the consent of the teachers' trade union.

Teachers are active in political life. Thousands of them have been elected to the Supreme Soviet of the USSR, to the Supreme Soviets of Union republics and local Soviets. They are members of deputees' public education commissions, which work out recommendations and proposals on educational matters.

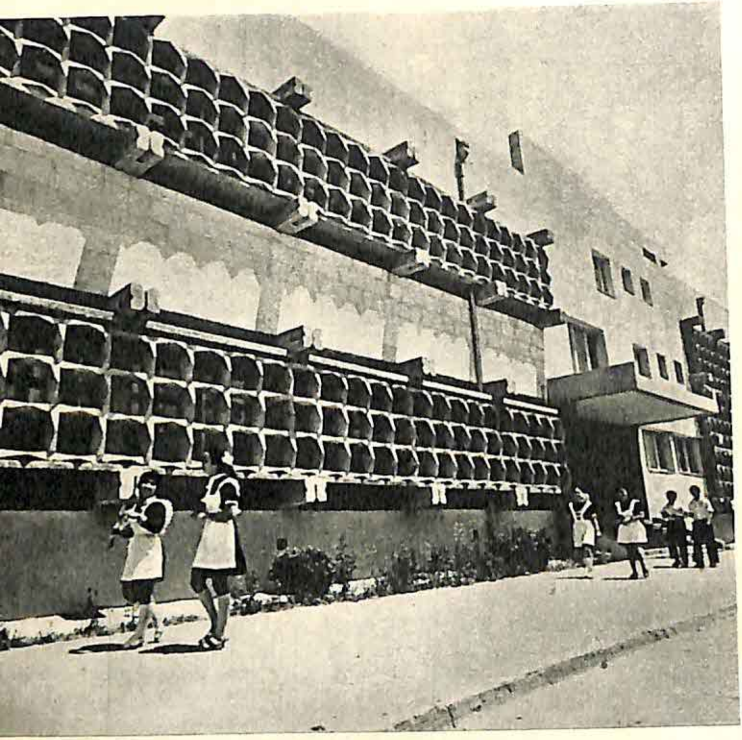
Teachers are closely linked with social life. They lecture in factories and on farms, give pedagogical consultations, serve as people's assessors in courts. The teacher is an authoritative and respected figure in society. Thousands of teachers have been

NUMBER OF TEACHERS IN GENERAL SCHOOLS (thousand)

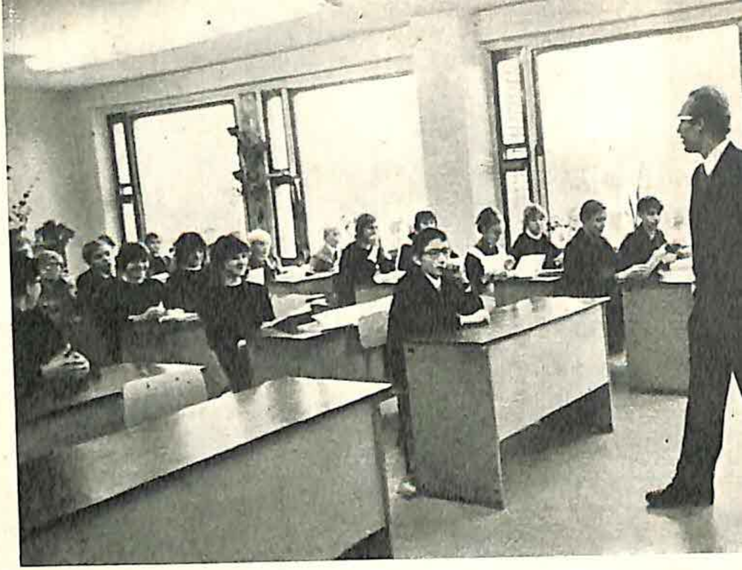


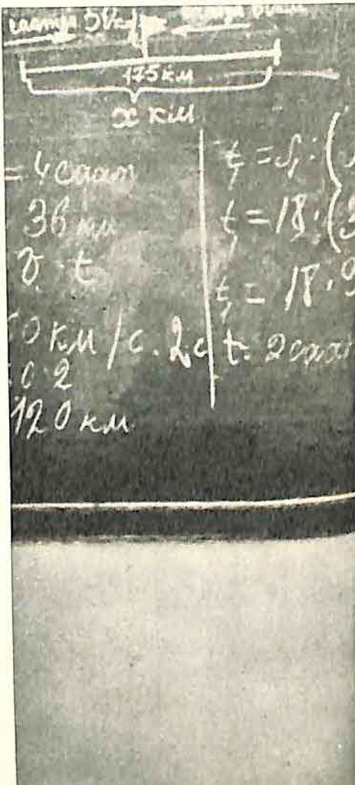


600,000 instructors with a higher or specialized secondary education work in kindergartens. They are trained by the pre-school education departments of 31 higher schools and 200 teachers' training schools. They supervise the physical, mental and aesthetic development of children, instill in them a love for nature and a feeling for the collective. When seven-year-olds start going to school the knowledge and habits acquired in kindergartens will stand them in good stead



There are 150,000 regular general educational schools attended by 43 million children and adolescents from the age of seven to 17. The school year begins on September 1. Under the current five-year plan new schools for 6.5 million pupils will be constructed, two-thirds of them will be built in the countryside

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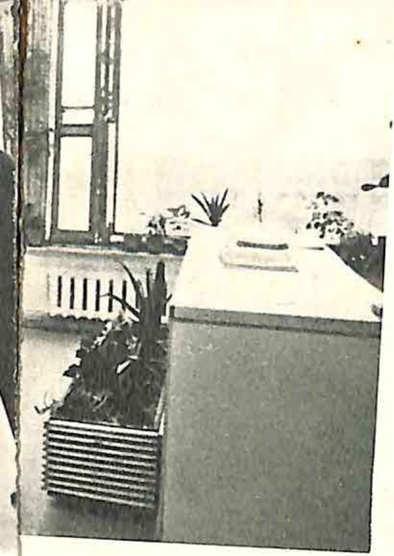
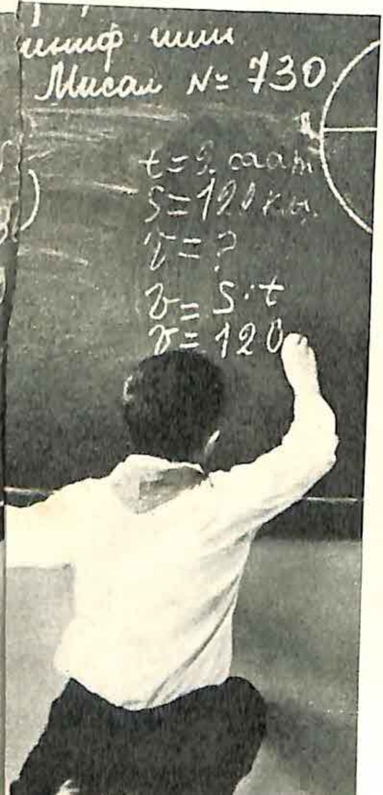
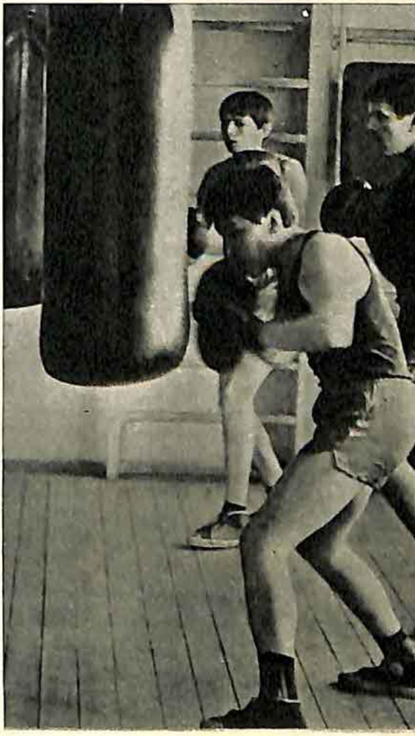


In accordance with the new Constitution of the USSR, complete secondary education is both universal and compulsory. The general educational ten-year school remains the principal institution for secondary education. It provides instruction in a wide range of subjects, including foreign languages and the history and economic geography of other countries



Physical education is a required subject. Children who wish to go in for different sports can also do so at stadiums, in Young Pioneer palaces and sports clubs. Those who show special aptitude are admitted to specialized children's sports schools. There are 4,500 such schools, attended by 1.5 million schoolchildren



The 26,000 Young Pioneer palaces, schoolchildren's clubs, young technicians' centres and other extra-school establishments work in close contact with schools, but have no set programmes. Children can take up whatever hobby they are interested in

In addition to the required curricula secondary schools offer a wide choice of optional subjects. Beginning with the 7th grade pupils can extend their knowledge of philosophy, literature, mathematics, aesthetics, radio engineering, physics, etc.

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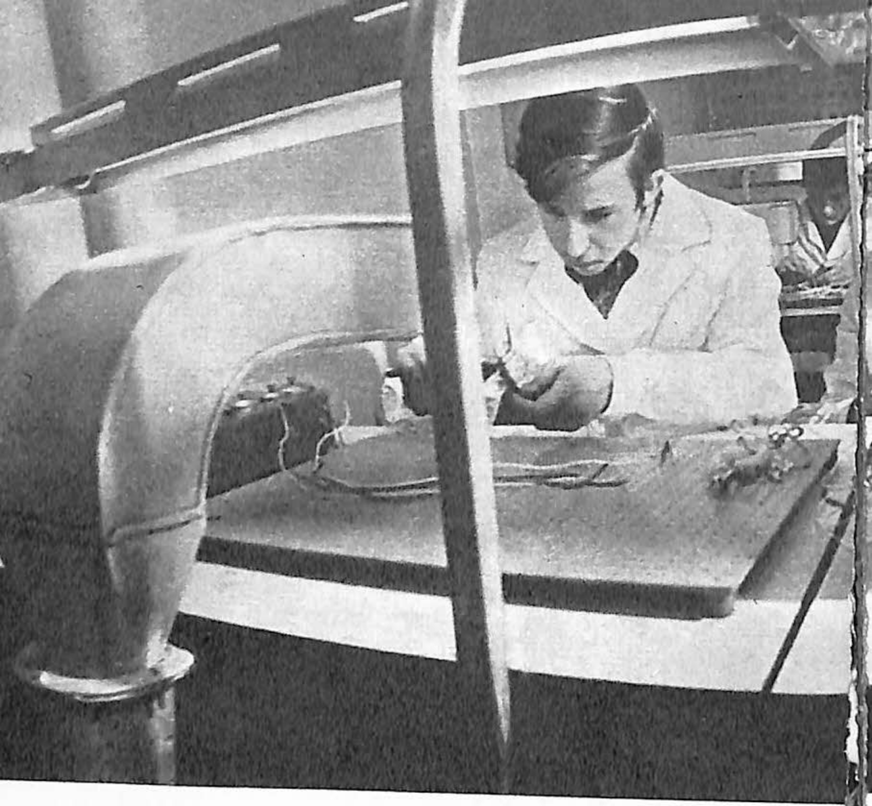
The highly important problem of choosing a profession necessitated the establishment of a vocational guidance system in the secondary school. It provides inter-school training and production centres. These pictures show the centre in Vitebsk, Byelorussia, which provides courses in eleven trades



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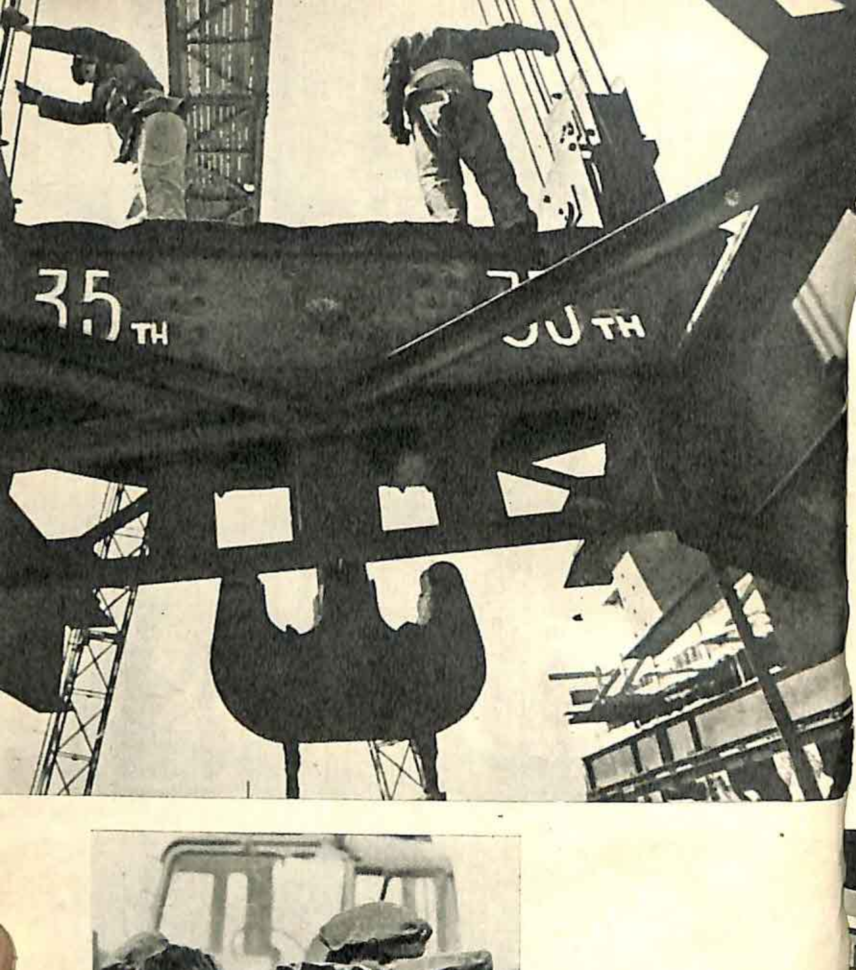
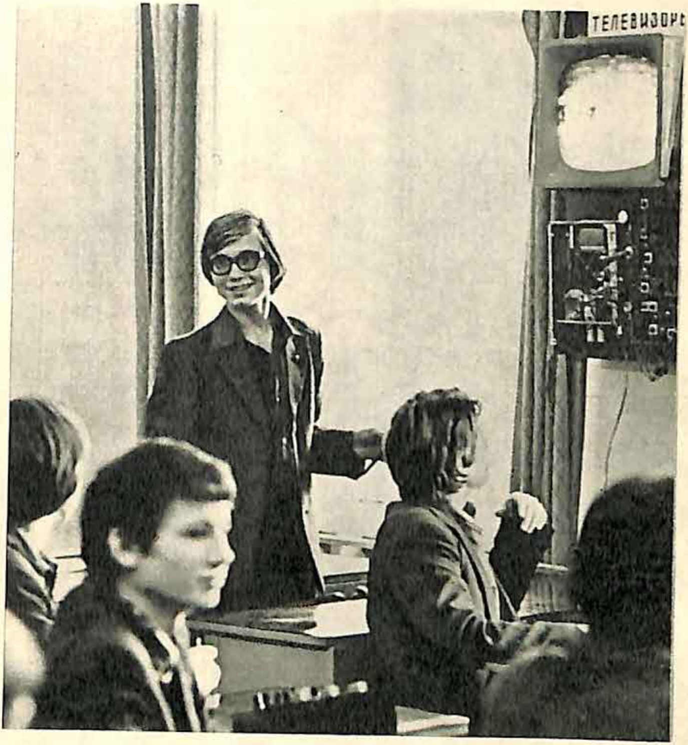
The final day at school has come. Graduates are issued diplomas entitling them to enter any institution of higher learning

Secondary vocational technical schools have become widespread. Their three-or-four-year course is designed to provide a pupil who has finished the 8th grade with both a trade and a complete secondary education



During the 10th five-year period about five million young people will learn trades and complete their secondary education in secondary vocational schools


ТЕЛЕВИЗОР

Three thousand people are studying various trades at the vocational technical instruction centre in Kharkov, the Ukraine

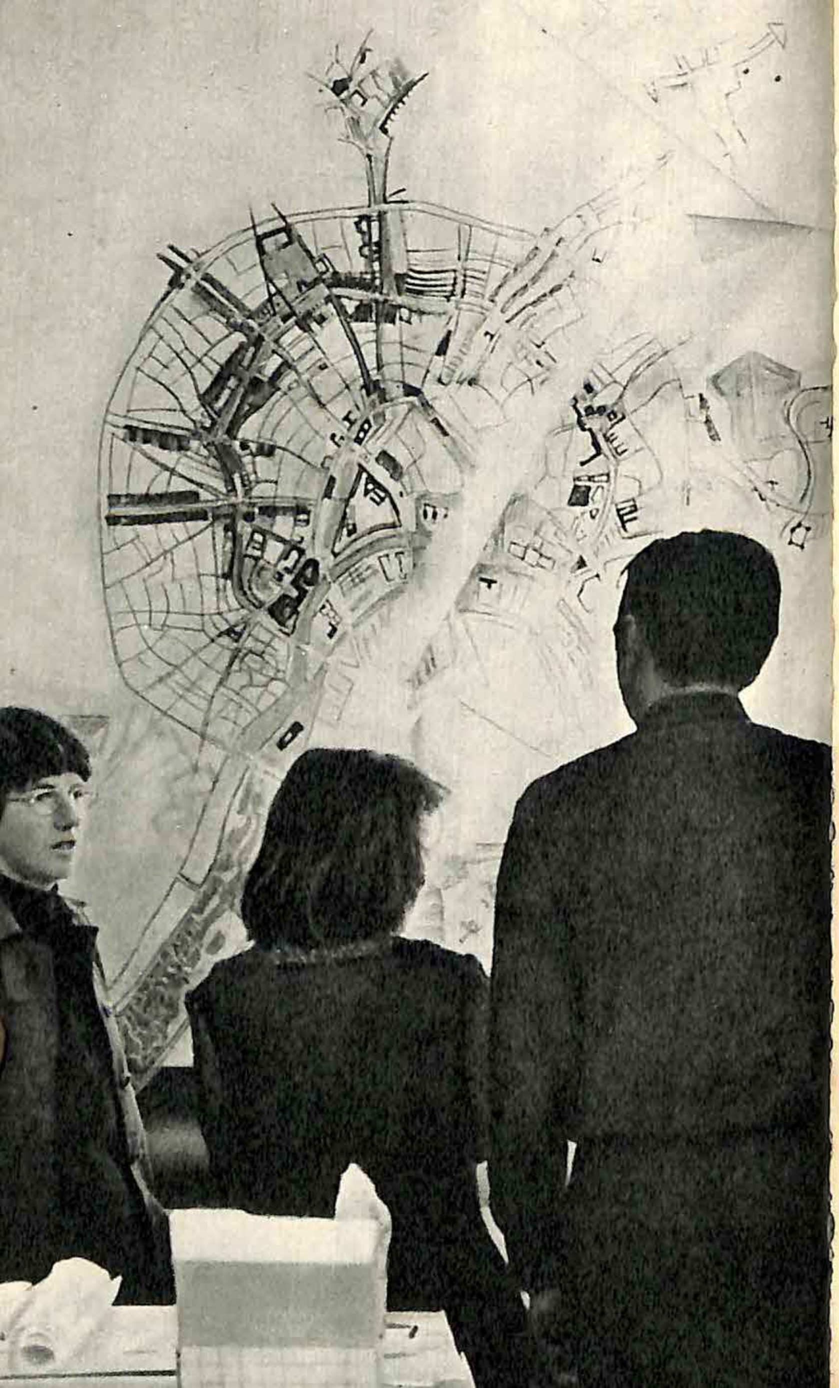
The country's 860 higher schools turn out every year 700,000 specialists for every sector of the economy. In the photos: the Lomonosov State University of Moscow; the oldest lecture hall of Tartu University, Estonia; a Tartu University student wearing the traditional blue cap

The teaching staff of the universities and institutes contains more than 300,000 specialists who also carry out scientific research. Through their efforts over 1.5 million students have been drawn into research projects. There are 56,000 postgraduate students in higher schools

In a physics laboratory at the Byelorussian Polytechnical Institute. Shown in the photo are students studying the properties of laser

Students are given every opportunity to pursue their studies successfully. Libraries, computers, rooms for practical training—everything is at their disposal

Both leisure-time activities and work help to develop a man's personality. The intellectual and aesthetic requirements of students range from reading, theatre- and cinema-going to sports and amateur groups of all kinds. Many students' song and dance groups, theatres and orchestras are nearly as good as professional theatres and orchestras



awarded government decorations, and 143 of them bear the highest title of Hero of Socialist Labour.

The prestige of the teaching profession is enhanced by teachers' material status. Their salaries equal those of engineers, doctors, lawyers and other specialists with a higher education. They have a longer paid annual leave, and they can retire on pension at an earlier age.

In a word, much is being done for the benefit of the teacher and hence for the progress of education. This purpose is also served by the reorganization of the system of pedagogical education. For a long time there were two types of institutions for training teachers: two- to three-year schools for primary school teachers, and pedagogical institutes with a five-year course for secondary school teachers. At present the training of teachers is being gradually switched to higher schools—universities and pedagogical institutes exclusively. Today about 90 per cent of secondary school teachers have a higher education.

Teachers have ample opportunities for raising their qualifications. There is an extensive network of teachers' advanced training institutes and departments and methodological centres. At least once in five years teachers and administrative workers in the public education system take courses to improve their skills. Schools require highly-qualified teachers who love children, understand them and can cope with the tasks of instruction and education at a level that meets not only present needs, but future needs as well.

The Science of Pedagogics

Progress in education is impossible without scientific research and a search for solutions to the problems confronting us today. Such research is conducted by about 30,000 specialists who staff the pedagogical chairs of universities and institutes, research institutes in Union republics, and advanced training institutes for

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Future architects present their diploma work. The end of their studies marks the beginning of their working career. The young specialist brings to his work collective all that he has acquired at his higher school—solid knowledge, love for his profession and ideological principles teachers. The biggest research centre is the USSR Academy of Pedagogical Sciences. Its thirteen institutes use the practical experience of schools and teachers in conducting research in the field of the theory and history of pedagogics, didactics, labour, physical and aesthetic education, the psychology of cognition, the relationship between teaching and pupils' development, the physiology of the development of children. "Pedagogical Readings" are held regularly with the participation of the most experienced teachers who later often develop into researchers who do constructive work on educational problems.

The Academy has research and experimental institutions. At present seven experimental schools are being built under special projects designed to work out a model for the school of the immediate future.

The Academy and its institutes maintain fruitful and constantly expanding contacts with foreign pedagogical centres. Joint research has been conducted for many years now with specialists from Bulgaria, the German Democratic Republic, Hungary and other countries. Soviet specialists work in laboratories in the United States, France and Japan, and in the institutes of the Academy research is conducted by foreign specialists and post-graduate students.

The School of Tomorrow

We have taken a brief look at the problems of the Soviet secondary school. Its development continues. The school of the future is in the designing stage. Evidently, it will be an "all-day school", that is, a school open to pupils throughout the day. It will relieve parents of the need to check their children's homework, prepare meals for them and organize their leisure. To be sure, the family will not relinquish its educational functions; the school and the family will simply work together on a more rational basis to bring up a child.

The curriculum of this school will include the second half of the day, which will be devoted to subjects involving aesthetic appreciation such as singing, playing musical instruments, listening to music, viewing films, modelling, drawing, dancing, rhythmics. as well as to physical culture, sports and foreign languages.

Children who have reached the age of six can join preparatory classes. Supplementary classes for pupils who lag behind will be organized to ensure that every pupil keeps up with the programme. There will be hot meals, and the youngest pupils will be able to have afternoon naps in the school dormitories.

Before the all-day school is fully established an intermediate stage—extended-day schools and classes, which are already attended by millions of children—has to be gone through.

Alliance of the School, the Family and Society

The tasks involved in educating the rising generation can be accomplished successfully only through the close co-operation of all concerned. An alliance of the school, the family and society is an important principle of Soviet pedagogical science which has become a law with the adoption of the Fundamentals of Legislation of the USSR and the Union Republics on Education. It states: "The state, the family and public organizations pool their efforts to provide training and education for the rising generation."

The school inculcates in its pupils lofty moral qualities and above all a humane attitude towards man, respect for his dignity and rights. The content of the subjects taught especially the humanities, is oriented on instilling patriotism and a spirit of internationalism. History, geography, literature, social science and other subjects give schoolchildren abundant information about the life of other peoples, familiarize them with their culture, traditions and way of life.

In this respect the teaching of foreign languages which is obligatory in all schools is very effective.

Children also learn about the life of other countries in school international friendship clubs, which organize meetings with children from these countries, photo exhibitions, festivals and film showings. Members of these clubs carry on a lively correspondence with pen-friends abroad.

The cultivation of these qualities continues in the family. All parents want their children to grow up well-educated, industrious, honest, humane, patriotic and internationalist in spirit. But they do not always have the necessary knowledge or skill. In the past few years a network of so-called parents' universities has appeared in the country. The magazine *Semyia i shkola* ("The Family and the School") has a circulation of about 1.5 million copies. Television and radio broadcast regular programmes "For Parents" with advice on how to educate children, to understand their problems, changes of attitude, how to resolve conflicts that arise between children and parents.

An active part in educational work is taken by public organizations. Schools as a rule have sponsors—work collectives at factories, institutions and farms, which form family and school assistance councils that organize a wide variety of activities for children. The council of Moscow's motor vehicle repair plant, for instance, helps schools to outfit study rooms and find interesting jobs for their graduates. The workers of the plant keep an eye on problem teenagers, helping them to find themselves, discover what they want to do in life.

Young workers head Young Pioneer groups and pupils' clubs. Senior pupils take part with workers in sports competitions and hikes.

The close alliance of the school, the family and society has long since proved how effective it can be.

Vocational Training, Specialized Secondary and Higher Schools

The dynamically developing Soviet economy never has enough skilled workers and specialists. About 250 large industrial establishments went into operation in 1977 alone. There is a great demand for skilled workers and specialists in agriculture which is becoming more and more industrialized.

These requirements are taken care of in the country's five-year social development plans, which determine the optimal correlation between the demand for personnel and the number available. For example, the current five-year plan (1976-80) provides for the training of about eleven million skilled workers and 9.6 million specialists with a specialized secondary or higher education. Each of them will be guaranteed work in his or her speciality.

1,300 Trades to Choose From

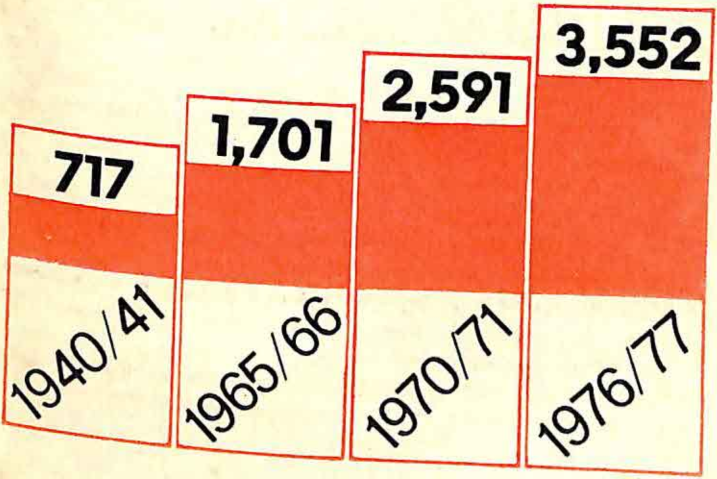
Scientific and technical progress necessitates the constant improvement of the quality of training skilled workers. Until recently skilled workers were trained in vocational schools and at apprentice training courses at enterprises. Today the system of vocational technical education comprises 6,500 schools providing instruction in all trades.

There are three types of these schools. The first is the technical school for ten-year school graduates, which provides courses lasting from twelve to eighteen months.

The second is the vocational school which provides courses of one to two years. They admit those who have finished eight grades.

The third is the secondary vocational school for eighth-class graduates who both learn a trade during the three or four-years course and complete their secondary education. These schools are especially popular among young people and their parents, and there is a big demand for their graduates who are considered well-trained skilled workers.

NUMBER OF PUPILS IN VOCATIONAL SCHOOLS (thousand)



Only 15 per cent of teaching time in the secondary vocational school is devoted to specialization, the rest is taken up by general education subjects and broad technical grounding. This curriculum is designed to provide the students with the knowledge and skills required in modern production. The vocational schools of this type will occupy a predominant place in the system of vocational training in the nearest future. At present they account for 55 per cent of the total number of vocational schools, and by 1980, will reach 85 per cent.

The students of vocational schools are fully maintained by the state. In addition to free education, they receive free board and clothes. Their seniority counts from the moment they enter the school. All of them receive monthly grants.

Every year vocational schools turn out about two million skilled workers. When the latter begin their working careers senior workers give them the benefit of their advice and experience and help them to fit into the collective. The traditional ceremony at which vocational school leavers are proclaimed full-fledged workers leaves a lasting impression in their memory, and encourages them to feel proud of their trade.

Specialized Secondary Schools

There are two principal types of such schools: specialized secondary schools or technicums (industrial, building, transport, communications, agricultural, economic, etc.) and special schools (pedagogical, medical, musical, theatrical, maritime).

A specialized secondary education can be obtained by anyone who has received an eight-year or complete (ten-year) general secondary education. More than 500 trades and professions are taught in specialized secondary schools, which also provide a general education within the scope of the secondary school curriculum. Studies alternate with long periods of practical training. The course of instruction is completed with the presentation of the diploma work or the taking of state examinations. The term of instruction in regular schools is three to four years for eighth-grade leavers and two to three years (usually two and a half years) for complete secondary school graduates.

Technicums and schools have also developed an extensive system of correspondence and evening courses (these courses are usually one year longer).

Graduates of specialized secondary schools have the right to enter institutions of higher learning.

There are more than 14.5 million specialists with a specialized secondary education in the country.

The number of specialized secondary schools at present exceeds 4,300, and the student body, 4.6 million. Every year these schools turn out more than one million specialists.

Higher Schools

There are 860 higher schools with five million students. Every year they graduate 700,000 specialists in 430 fields.

There are 63 universities, large academic and research centres, which train specialists in the natural and exact sciences and the humanities. They train around 600,000 students.

There are specialized institutes training engineers, doctors, teachers, workers in the theatre, cinema and fine arts.

In the past seven years the number of higher school students has increased by almost two million. High demands are made of applicants. Each is required to pass competitive examinations, to prove how well he has assimilated the secondary school curriculum.

The social composition of the student body reflects, on the whole, the social structure of society. More than half of the students are children of workers and peasants.

Every year about 50,000 students come from other countries to study at Soviet universities and institutes. For example, 5,000 young people from African, Asian and Latin American countries are studying to become doctors, engineers, agronomists, lawyers and specialists in other fields in the Patrice Lumumba Peoples Friendship University in Moscow. In turn, Soviet young people are studying in higher schools in Bulgaria, Hungary, Czechoslovakia, the United States, France and other countries.

Soviet students are actively drawn into running, the affairs of higher schools. Students' organizations (students' councils, students' scientific councils, Young Communist League, trade union and other mass organizations) are represented on higher schools admission committees, on commissions dealing with student grants and jobs for graduates. Their representatives take part as full-fledged members in sittings organized by academic councils, the dean's office and the various departments, helping to improve methods of instruction and decide questions affecting the students' everyday life. They are also members of the All-Union Council for the Affairs of the Higher School, which deals with the major problems of development of higher education on a nationwide scale.

The USSR legislation on education entitles students to participate, through their organizations, in the discussion of questions concerning the improvement of methods of instruction and other questions pertaining to their studies, everyday life, and leisure.

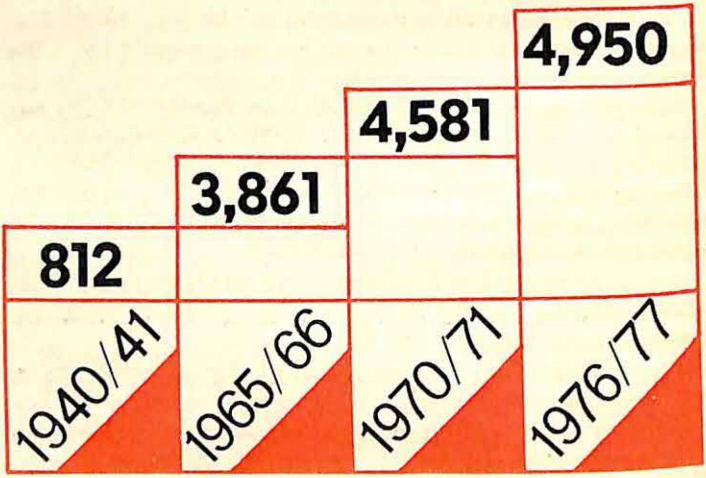
The Student and the Scientific and Technological Revolution

Independent work claims a substantial share of the higher school students' time, with lectures and seminars alternating with laboratory work, the hearing and presentation of reports, discussions and participation in research work.

Today a student has to assimilate a much greater amount of new information than, let us say, ten years ago, and this amount tends to grow.

Today there have appeared "intermediaries" between science and the student such as television, computers, video tape recor-

NUMBER OF COLLEGE AND UNIVERSITY STUDENTS (thousand)



ders, etc. This means that the process of assimilating knowledge has become more complex, and more and more the student needs to acquire a researcher's skills. This he can do in students' scientific societies, study circles and at conferences. One out of two students takes part in these activities.

In most cases studies are combined with obligatory research in the fields of automated control systems, applied mathematics, mechanized processing of economic information. Specialists are also trained in astrophysics, quantum electronics, rational utilization of natural resources and environmental protection.

The Principal Task of the Higher School

A large part of study time is devoted to fundamental subjects. This enables future specialists to acquire greater professional knowledge and skills, assimilate better modern methods of scientific research, advanced production technology, its organization and management. This provides a basis for the study of special subjects and the organization of production practice as a necessary condition of the students' professional training.

To train highly-skilled specialists with a wide theoretical and political outlook is the chief task of the institutions of higher learning. The higher school aims to turn out highly-educated specialists whose training is not restricted to the present-day requirements of a narrow branch of production, let alone a concrete enterprise or institution.

This is not to say that the problem of "adapting" a higher school graduate's skills to a concrete branch of production does not exist. But it is solved otherwise than in countries where the difficulties connected with the search for employment after graduation compel the student to become a too narrow, even limited specialist wholly concentrated on a definite job for a definite firm.

The Soviet higher school's approach to this problem is different. During his student years the future specialist, who receives broad specialized training, has extensive production practice in the course of which he is paid a salary corresponding to the work he performs. After graduation (state examinations and the presentation of his diploma work) he undergoes one year's probation at his future job, enjoying all the rights of a diplomaed specialist.

After Receiving a Diploma

In view of the constant shortage of manpower it is not the graduate of a Soviet higher school who looks for work, but vice versa. Several months before he is issued his diploma every graduating student is offered a choice of jobs in his speciality, with account taken of his own interests, family status and other factors.

The young specialist's travelling expenses to the place of his future work are paid for in advance by the enterprise that hires him: it also gives him a sum equal, as a rule, to half his future monthly salary for moving purposes. After the presentation of his diploma work the graduate receives a month's leave which is also paid for by the enterprise. In accordance with the law, it also provides him with housing.

During his first three years at work the young specialist enjoys the special protection of the law and cannot be dismissed from his job.

The graduate does not stop trying to improve his knowledge as soon as he gets a job. In view of the demands of the scientific and technological revolution, the educational system provides him with conditions enabling him to continue his studies and improve his qualifications.

Specialists with a higher education can receive advanced training at more than 50 special institutes and 80 branches of these institutes. Engineers, agronomists, doctors and teachers take these courses, as a rule, every five years. Every administration encourages this practice as it is interested in having highly-qualified specialists on its staff. As all types of education, advanced training courses are free. Factories and research establishments have young specialists' councils—public organizations that see to it that higher school graduates are properly employed and check on their professional progress.

For Those Who Work

In the academic year 1976-77, 650,000 students of the total of five million were receiving their training at evening departments and 1,589,000 at correspondence departments of higher schools.

There are 16 large specialized correspondence institutes and 632 correspondence departments at regular higher schools. The curricula and syllabuses of such institutions do not differ from those of regular higher schools, and therefore their diplomas carry the same weight.

The evening and correspondence education systems have their own advantages. Their students are people with experience in their fields, who have already chosen their career. Therefore their enterprises regard such studies as the highest form of advanced training. Large organizations even have councils for the promotion of correspondence education.

Experience shows that correspondence and evening education is a democratic and effective form of obtaining a higher education. It is, however, not easy to both work and study. Therefore the heads of higher schools as well as the heads of enterprises endeavour to find ways to further improve this widespread form of education.

It has become the practice to establish evening and correspondence higher schools on the building sites of large enterprises. These schools train engineers in jobs which will be needed by the enterprise when it goes into operation. For example, many of the builders of a huge industrial complex going up in the area of the famous Kursk Magnetic Anomaly are learning by correspondence various metallurgical specialities. When construction is completed the enterprise will already have its own engineers.

The People's University

A high level of education is necessary for the normal functioning of society. Dozens of state and public institutions are occupied in establishing an efficient system of continuing education and self-education as well as qualification courses for people who have finished their studies and are already working.

It is not simply a question of raising people's professional qualifications, but of systematically improving their level of education and culture, of the moulding of a scientific world outlook which will provide a basis for the constant replenishment of their knowledge.

In the USSR millions of people enrich their knowledge in the system of political enlightenment and economic education, in communist labour schools. From year to year an ever greater role is played by the so-called people's universities, one of the most popular institutions helping people to raise their educational level in their spare time. There is every ground for saying that this form of study makes a considerable contribution towards supplementing the formal educational system.

A considerable number of people's universities function in the systems of various ministries (2.5 million students), the Znaniye (Knowledge) Society (2.3 million students), under the ministries of public education (2.9 million), health protection (one million), culture (one million) and agriculture (585,000).

Over the past fifteen years the number of people's universities has quadrupled and the student body has increased five-fold. At present more than 38,000 people's universities specializing in different branches of science and technology function at enterprises, on collective and state farms, in cultural institutions and research establishments. There are also radio and television people's universities with audiences of many millions.

The people's university is a source of special knowledge. Carrying out the job of a people's assessor is difficult for, let us say, a turner or lorry driver who before his election to this honorary post was not familiar with the fundamentals of law. The same is true of sanitary inspectors, people's control inspectors, amateur activities organizers and many other social workers, who also need special grounding, and this they receive in people's universities.

A new and very promising trend in the work of these publicly-run educational establishments is the training of instructors for young workers and farmers. This form of help has grown into a remarkable new movement of nationwide importance.

With the assistance of a large group of specialized people's universities the Znaniye Society and the Council of Scientific and Technical Societies train lecturers—a vast contingent of enthusiast educationalists.

The people's universities enjoy some advantages over the state-run educational establishments. They have minimal expenses as the teaching and auxiliary staff are, for the most part, people who consider it their duty to devote their time, knowledge and experience to this effort, without repayment. One more thing: the people's universities enlist the services of not only higher school lecturers, but also scientists from research institutions and highly-qualified personnel such as directors and head specialists of industrial enterprises, and also front-rank workers. How greatly this enriches the content of the instruction processes hardly needs to be explained.

Today specialists in the most diverse fields need to know applied mathematics, and be able to handle electronic computers. Many have studied in higher schools when electronic computers were not yet in existence; to learn how to operate these machines on one's own is difficult. That is where the people's universities come in.

The people's universities contribute to society's progress by helping to form a harmonious personality. Equipped with all that is essential, they can become an important, basic form of institution for developing continuing education and encouraging the self-education of Soviet people.

In the near future a complex of multi-story buildings with hundreds of class-rooms, laboratories, special rooms and lecture halls will be completed in Moscow. It will cater to a vast number of students ranging from those with a higher school education, and those with an unfinished secondary schooling, to young men and women who are under twenty and others who have turned fifty. And the pediment will carry the inscription: The People's University.

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